

Textbook Alignment to the Utah Core – 4th Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes X No*

Name of Company and Individual Conducting Alignment: Six Things

X On record with the USOE.

X The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Grade 4 Language Arts Core Curriculum

Title: Literacy By Design Comprehensive Teacher’s Guide and Small Group Teacher’s Guide for Grade 4 **ISBN#:** 14189-29883

Publisher: Rigby, A Harcourt Education Imprint

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 100 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 80 %

STANDARD I: (Oral Language): Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <u> 100 </u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: <u> 16 </u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: Develop language through listening and speaking.				
a.	Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).	<u>Small Group Teacher’s Guide</u> Pg(s): 10, 50		

		<u>Whole Group Teacher's Guide</u> Pg(s): 28, 40, 74, 80, 172, 206, 238, 272, 304, 338, 370, 404, 470, 502		
b.	Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions, restate, clarify, question, summarize, elaborate formulating an opinion with supporting evidence).	<u>Small Group Teacher's Guide</u> Pg(s): 3, 5, 7, 8, 10, 12, 13, 15, 17, 18, 20, 22, 23, 25, 27, 28, 30, 32, 33, 35, 37, 38, 40, 42, 43, 45, 47, 48, 50, 51, 52, 53, 55, 57, 58, 60, 62, 63, 65, 67, 68, 70, 72, 73, 75, 77, 78, 80, 82, 83, 85, 87, 88, 90, 92, 93, 95, 97, 98, 100, 102, 103, 105, 107, 108, 110, 112, 113, 115, 117, 118, 120, 122, 123, 125, 127, 128, 130, 132, 133, 135, 137, 138, 140, 142, 143, 145, 147, 148, 150, 152, 153, 155, 157, 158, 160, 162, 163, 165, 167, 168, 170, 172, 173, 175, 177, 178, 180, 182, 183, 185, 187, 188, 190, 192, 193, 195, 197, 198, 200, 202, 203, 205, 207, 208, 210, 212, 213, 215, 217, 218, 220, 222, 223, 225, 227, 228, 230, 232, 233, 235, 237, 238, 240, 242, 243, 245, 247, 248, 250, 252, 253, 255, 257, 258, 260, 262, 263, 265, 267, 268, 270, 272, 273, 275, 277, 278, 280, 282, 283, 285, 287, 288, 290, 292, 293, 295, 297, 298, 300, 302, 303, 305, 307, 308, 310, 312, 313, 315, 317, 318, 320 <u>Whole Group Teacher's Guide</u> Pg(s): 8, 28, 32		
c.	Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).	<u>Small Group Teacher's Guide</u> Pg(s): 3, 5, 8, 15, 20, 33, 35, 40, 43, 45, 55, 58, 68, 73, 75, 80, 85, 90, 93, 95, 100, 103, 105, 110, 115, 118, 120, 125, 135, 138, 153, 155, 158, 163, 170, 173, 175, 178, 180, 183, 185, 188, 190, 195, 200, 205, 208, 215, 218, 220, 223, 225, 230, 233, 235, 238, 240, 243, 245, 250, 255, 260, 263, 265, 268, 270, 273, 275, 280, 283, 285, 290, 293, 298, 300, 303, 305, 308, 310, 313, 315, 318,		

		320 <u>Whole Group Teacher's Guide</u> Pg(s): 28, 32, 48, 82, 114, 148, 180, 246, 280, 312, 346, 378, 388, 412, 444, 478, 510		
d.	Speak using simple and compound sentences with appropriate subject-verb agreement and verb tense.	<u>Small Group Teacher's Guide</u> Pg(s): 3, 8, 13, 15, 20, 33, 35, 40, 43, 45, 55, 58, 68, 73, 75, 80, 85, 90, 93, 95, 100, 103, 105, 110, 115, 118, 120, 125, 135, 138, 153, 155, 158, 163, 170, 173, 175, 178, 180, 183, 185, 188, 190, 195, 200, 205, 208, 215, 218, 220, 223, 225, 230, 233, 235, 238, 240, 243, 245, 250, 255, 260, 263, 265, 268, 270, 273, 290, 293, 298, 300, 303, 305, 308, 310, 313, 315, 318, 320 <u>Whole Group Teacher's Guide</u> Pg(s): 28	<u>Writer's Handbook</u> Pg(s): 24 <u>Writing Resource Guide</u> Pg(s): 1, 3 <u>Theme Progress Tests and Test Practice</u> Pg(s): 10-18	
Objective 1.2: Develop language through viewing media and presenting.				
a.	Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction, distinguish between fact/opinion, form an opinion, determine presentation's accuracy).	<u>Small Group Teacher's Guide</u> Pg(s): 6, 176, 271 <u>Whole Group Teacher's Guide</u> Pg(s): 246, 338, 344, 345, 346, 348, 350, 351, 354, 355, 356, 362, 363, 371, 390, 391, 392, 393, 453		
b.	Use a variety of formats in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers, graphs, videos, slide shows).	<u>Small Group Teacher's Guide</u> Pg(s): 2, 7, 12, 16, 17, 21, 22, 26, 27, 31, 32, 36, 37, 41, 42, 46, 47, 51, 52, 56, 57, 61, 62, 66, 67, 71, 72, 76, 77, 81, 82, 86, 106, 107, 111, 112, 116, 117, 121, 122, 126, 127, 131, 132, 136, 151, 152, 156, 157, 161, 162, 177, 181, 182, 186, 196, 197, 201, 202, 206, 207, 211, 212, 216, 217, 221, 222, 226, 227, 231, 232, 236, 237, 241, 242, 245, 246, 247, 251, 252, 256, 257, 261, 262, 266, 267, 271, 272, 276, 277, 281, 282, 286, 287, 291, 292, 296, 297, 301, 302, 306, 307, 311, 312, 316, 317 <u>Whole Group Teacher's Guide</u> Pg(s): 8, 10, 11, 12, 13, 215, 281,		

		363, 388, 413, 478		
STANDARD II: (Concepts of Print): Students develop an understanding of how printed language works (see kindergarten and first grade).				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: <u>50</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Demonstrate an understanding that print carries “the” message.				
a.	Recognize that print carries different messages.	<i>This standard is covered in Grade K materials:</i> <u>Small Group Teacher’s Guide</u> Pg(s): 4, 9, 11, 14, 19, 24, 29, 33, 34, 35, 39, 44, 49, 69, 70, 109, 110, 119, 129, 134, 162, 164, 165, 178, 179, 244, 245, 254, 259, 260, 264, 265, 269, 274, 279, 280 <u>Whole Group Teacher’s Guide</u> Pg(s): 197, 213, 231, 239, 245, 421 <i>This standard is covered in Grade 1 materials:</i> <u>Small Group Teacher’s Guide</u> Pg(s): 67, 279, 280	<i>This standard is covered in Grade K materials:</i> <u>Writing Bridge</u> Pg(s): 20, 24, 26, 32	
b.	Recognize that print carries different messages.	<i>This standard is covered in Grade K materials:</i> <u>Small Group Teacher’s Guide</u> Pg(s): 4, 9, 11, 14, 19, 24, 29, 33, 34, 35, 39, 44, 49, 69, 70, 109, 110, 119, 129, 134, 162, 164, 165, 178, 179, 244, 245, 254, 259, 260, 264, 265, 269, 274, 279, 280 <u>Whole Group Teacher’s Guide</u> Pg(s): 197, 213, 231, 239, 245, 421 <i>This standard is covered in Grade 1 materials:</i> <u>Small Group Teacher’s Guide</u> Pg(s): 67, 279, 280	<i>This standard is covered in Grade K materials:</i> <u>Writing Bridge</u> Pg(s): 20, 24, 26, 32	

c.	Identify messages in common environmental print (e.g., signs, boxes, wrappers).	<p><i>This standard is covered in Grade K materials:</i> <u>Small Group Teacher's Guide</u> Pg(s): 5, 124, 125</p> <p><i>This standard is covered in Grade 1 materials:</i> <u>Small Group Teacher's Guide</u> Pg(s): 134, 135, 144, 145</p>		
Objective 2.2: Demonstrate knowledge of elements of print within a text.				
a.	Discriminate between letters, words, and sentences in text.	<p><i>This standard is covered in Grade 1 materials:</i> <u>Small Group Teacher's Guide</u> Pg(s): 4, 5, 9, 10, 25, 29, 30, 39, 75, 80, 85, 90, 99, 100, 105, 209, 279, 280, 309, 310, 315</p> <p><u>Whole Group Teacher's Guide</u> Pg(s): 250, 254, 514, 518</p>		
b.	Match oral words to printed words while reading.	<p><i>This standard is covered in Grade 1 materials:</i> <u>Small Group Teacher's Guide</u> Pg(s): 34, 35, 69, 70, 79</p> <p><u>Whole Group Teacher's Guide</u> Pg(s): 18, 20, 122, 128, 150, 162, 188, 194, 228, 250, 260, 294, 312, 316, 320, 348, 350, 360, 392, 414, 426, 452, 476, 480, 482, 486, 492, 524</p>	<p><i>This standard is covered in Grade 1 materials:</i> <u>Whole Class Chart Volume 1</u> Pg(s): 4, 7, 13, 18, 22, 25, 27, 31, 34, 36, 40, 43, 45, 49, 52, 54, 58, 60, 63, 67, 70, 72</p> <p><u>Whole Class Chart Volume 2</u> Pg(s): 76, 79, 81, 85, 88, 90, 94, 97, 99, 103, 106, 108, 111, 115, 117, 121, 124, 126, 130, 133, 139, 142, 144</p> <p><u>Skills Masters</u> Pg(s): 8, 9, 10, 17, 18, 19, 20, 27, 28, 29, 30, 37, 38, 39, 40, 47, 48, 49, 50, 52, 57, 58, 59, 60, 67, 68, 69, 70, 77, 78, 79, 80, 87, 88, 89, 90, 97, 98, 99, 100, 107, 108, 109, 110, 117, 118, 119, 120, 127, 128, 129, 130, 137, 138, 139, 140, 147, 148, 149, 150, 157, 158, 159, 160</p>	
c.	Identify punctuation in text (i.e., periods, question marks, and exclamation points).	<p><i>This standard is covered in Grade 1 materials:</i> <u>Small Group Teacher's Guide</u> Pg(s): 29, 34, 35, 49, 54, 64, 74, 79, 89, 90, 100, 104, 109, 114, 119, 129,</p>		

		149, 154, 159, 164, 169, 174, 179, 194, 214, 219, 224, 229, 230, 234, 239, 240, 244, 245, 259, 264, 274, 299, 309, 314 <u>Whole Group Teacher's Guide</u> Pg(s): 28, 184, 188, 192, 250, 324		
STANDARD III: (Phonological and Phonemic Awareness): Students develop phonological and phonemic awareness.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <u>80</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: Demonstrate phonological awareness.				
a.	Count the number of syllables in words.	<i>This standard is covered in Grade 1 materials:</i> <u>Whole Group Teacher's Guide</u> Pg(s): 24	<i>This standard is covered in Grade 1 materials:</i> <u>Writer's Handbook</u> Pg(s): 22 <i>There are opportunities to address this standard in the following Grade 1 materials:</i> <u>Skills Masters</u> Pg(s): 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184 <u>Comprehension Bridge</u> Pg(s): 16 <u>Theme Progress Tests and Test Practice</u> Pg(s): 55, 90, 148, 171, 172, 173, 174, 175, 176, 150	
b.	b. Count the number of syllables in a first name.	<i>There are opportunities to address this standard daily in the following Grade 1 materials:</i> <u>Whole Group Teacher's Guide</u> Pg(s): 24	<i>There are opportunities to address this standard daily in the following Grade 1 materials:</i> <u>Writer's Handbook</u> Pg(s): 22 <u>Skills Masters</u> Pg(s): 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184 <u>Comprehension Bridge</u>	

			Pg(s): 16 <u>Theme Progress Tests and Test Practice</u> Pg(s): 55, 90, 148, 171, 172, 173, 174, 175, 176, 150	
Objective 3.2: Recognize like and unlike word parts (oddity tasks).				
a.	Identify words with same beginning consonant sounds (e.g., man, sat, sick) and ending consonant sounds (e.g., man, sat, ten) in a series of words.	<i>This standard is covered in Grade K materials:</i> <u>Small Group Teacher's Guide</u> Pg(s): 24, 25, 34, 57, 58, 62, 63, 68, 72, 73, 82, 83, 87, 88, 98, 102, 103, 112, 113, 117, 118, 216 <i>This standard is covered in Grade 1 materials:</i> <u>Small Group Teacher's Guide</u> Pg(s): 7, 12, 17, 20, 22, 37, 42, 47, 52, 57, 62, 67, 72, 77, 84, 85, 87, 96, 112, 117, 122, 127, 137, 142, 147, 151, 176, 201, 231, 247, 252, 257, 267, 272, 277 <u>Whole Group Teacher's Guide</u> Pg(s): 130, 338		
b.	Identify words with same medial sounds in a series of words (e.g., long vowel sound: take, late, feet; short vowel sound: top, cat, pan; middle consonant sound: kitten, missing, lesson).	<i>This standard is covered in Grade 1 materials:</i> <u>Small Group Teacher's Guide</u> Pg(s): 7, 12, 17, 22, 27, 42, 47, 52, 102, 107, 112, 122, 127, 137, 142, 147, 247, 252, 257, 272, 277 <u>Whole Group Teacher's Guide</u> Pg(s): 156, 158	<i>This standard is covered in Grade 1 materials:</i> <u>Whole Class Chart Volume 1</u> Pg(s): 4, 18, 27, 36, 45 <u>Whole Class Chart Volume 2</u> Pg(s): 99 <u>Skills Masters</u> Pg(s): 2, 16, 46, 106 <u>Theme Progress Tests and Test Practice</u> Pg(s): 4, 5, 13, 17, 21, 26, 31, 35, 40, 44, 81, 103	
Objective 3.3: Orally blend word parts (blending).				
a.	Blend syllables to make words (e.g., /ta/.../ble/, table).	<i>This standard is covered in Grade K materials:</i> <u>Whole Group Teacher's Guide</u> Pg(s): 163 <i>This standard is covered in Grade 1 materials:</i> <u>Whole Group Teacher's Guide</u> Pg(s): 257	<i>This standard is covered in Grade K materials:</i> <u>Theme Progress Tests</u> Pg(s): 1, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86	

b.	Blend onset and rime to make words (e.g., /p/.../an/, pan).	<p><i>This standard is covered in Grade K materials:</i> <u>Small Group Teacher's Guide</u> Pg(s): 121, 126, 131, 136, 166, 186, 191, 201, 206, 226, 221, 226</p> <p><i>This standard is covered in Grade 1 materials:</i> <u>Small Group Teacher's Guide</u> Pg(s): 1, 6, 22, 41, 51, 62, 67, 76, 82, 91, 97, 102, 107, 131, 139, 242, 252, 261</p> <p><u>Whole Group Teacher's Guide</u> Pg(s): 24, 106, 112, 115, 124, 178, 256, 304, 312, 344, 346, 356, 362, 454</p>	<p><i>This standard is covered in Grade K materials:</i> <u>Skills Masters</u> Pg(s): 165, 166</p>	
c.	Blend individual phonemes to make words (e.g., /s/ /a/ /t/, sat).	<p><i>This standard is covered in Grade K materials:</i> <u>Small Group Teacher's Guide</u> Pg(s): 9, 10, 47, 77, 92, 97, 141, 146, 151, 156, 161, 171, 211, 231, 241, 246, 251, 256, 276</p> <p><u>Whole Group Teacher's Guide</u> Pg(s): 19, 173, 254, 354, 411, 413, 415, 457, 508, 520</p> <p><i>This standard is covered in Grade 1 materials:</i> <u>Small Group Teacher's Guide</u> Pg(s): 1, 21, 36, 66, 71, 101, 111, 126, 146, 161, 181, 186, 206, 211, 246, 256, 286, 301, 306, 311</p> <p><u>Whole Group Teacher's Guide</u> Pg(s): 58, 122, 126, 128, 156, 239, 244, 245, 247, 248, 249, 251, 255, 260, 261, 262, 263, 273, 279, 286, 370, 376, 378, 502, 503, 508, 509, 511, 512, 513, 515, 519, 521, 524, 525, 526, 527</p>	<p><i>This standard is covered in Grade K materials:</i> <u>Skills Masters</u> Pg(s): 167, 168</p> <p><u>Theme Progress Tests</u> Pg(s): 1, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86</p>	
Objective 3.4: Orally segment words into word parts (segmenting).				
a.	Segment words into syllables (e.g., table, /ta/.../ble/.	<p><i>This standard is covered in Grade 1 materials:</i> <u>Whole Group Teacher's Guide</u> Pg(s): 24</p>	<p><i>This standard is covered in Grade K materials:</i> <u>Theme Progress Tests</u> Pg(s): 11, 16</p>	
b.	Segment words into onset and rime (e.g., pan, /p/.../an/).	<p><i>This standard is covered in Grade 1</i></p>	<p><i>This standard is covered in</i></p>	

		<i>materials:</i> <u>Small Group Teacher's Guide</u> Pg(s): 6, 67, 76, 91 <u>Whole Group Teacher's Guide</u> Pg(s): 172	<i>Grade K materials:</i> <u>Skills Masters</u> Pg(s): 165, 166	
c.	Segment words into individual phonemes (e.g., sat, /s/.../a/.../t/).	<i>This standard is covered in Grade 1 materials:</i> <u>Small Group Teacher's Guide</u> Pg(s): 1, 11, 16, 21, 26, 36, 46, 56, 61, 66, 71, 101, 106, 111, 116, 121, 126, 141, 146, 161, 181, 186, 206, 211, 246, 256, 286, 301, 306, 311 <u>Whole Group Teacher's Guide</u> Pg(s): 20, 52, 56, 58, 64, 86, 90, 118, 122, 126, 128, 152, 172, 184, 218, 230, 253, 254, 284, 288, 296, 350, 382, 416, 448, 482, 494, 502, 514, 526	<i>This standard is covered in Grade K materials:</i> <u>Skills Masters</u> Pg(s): 167, 168 <u>Theme Progress Tests</u> Pg(s): 1, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86	
Objective 3.5: Orally manipulate phonemes in words and syllables (manipulation).				
a.	Substitute initial and final sound (e.g., replace first sound in mat to /s/, say sat; replace last sound in mat with /p/, say map).	<i>This standard is covered in Grade 1 materials:</i> <u>Small Group Teacher's Guide</u> Pg(s): 1, 7, 12, 17, 27, 57, 86, 87, 92, 102, 112, 127, 136, 147, 191, 226, 236, 241, 242, 251, 261, 266, 271, 276, 291, 296, 316 <u>Whole Group Teacher's Guide</u> Pg(s): 222, 224, 272, 320, 324, 436	<i>This standard is covered in Grade K materials:</i> <u>Skills Masters</u> Pg(s): 165, 166	
b.	Substitute vowel in words (e.g., replace middle sound in map to /o/, say mop).	<i>This standard is covered in Grade 1 materials:</i> <u>Small Group Teacher's Guide</u> Pg(s): 216, 221, 281		
c.	Delete syllable in words (e.g., say baker without the /ba/, say ker).	<i>There are opportunities to address this standard in the following Grade 1 materials::</i> <u>Whole Group Teacher's Guide</u> Pg(s): 24	<i>This standard is covered in Grade 1 materials:</i> <u>Skills Masters</u> Pg(s): 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184 <u>Comprehension Bridge</u> Pg(s): 16 <u>Theme Progress Tests and Test Practice</u> Pg(s): 55, 90, 148, 150, 171,	

			172, 173, 174, 175, 176	
d.	Deletes initial and final sounds in words (e.g., say sun without the /s/, say un; say hit without the /t/, say hi).	<i>This standard is covered in Grade 1 materials:</i> <u>Small Group Teacher's Guide</u> Pg(s): 136, 271 <u>Whole Group Teacher's Guide</u> Pg(s): 222	<i>This standard is covered in Grade 1 materials:</i> <u>Skills Masters</u> Pg(s): 6, 12, 22, 32, 42, 52, 66, 72, 82, 92, 102	
e.	Delete initial phoneme and final phoneme in blends (e.g., say step without the /s/, say tep; say best without the /t/, say bes).	<i>This standard is covered in Grade 1 materials:</i> <u>Whole Group Teacher's Guide</u> Pg(s): 436, 518		
Standard IV: (Phonics and Spelling): Students apply understanding of phonics and other strategies to decode and spell unfamiliar words while reading and writing.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: <u>70</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.1: Demonstrate an understanding of the relationship between letters and sounds.				
a.	Identify and pronounce all vowel diphthongs (e.g., oi, oy, aw, au) and consonant digraphs (e.g., ch, sh, th, wh) accurately in words.	<u>Small Group Teacher's Guide</u> Pg(s): 1, 6, 16, 21, 31, 36,	<u>Skills Masters</u> Pg(s): 3, 10, 17 <u>Theme Progress Tests and Test Practice</u> Pg(s): 3-8, 12-15, 21-23	
b.	Identify and pronounce sounds for short and long vowels, using patterns (e.g., cvc, cvvc, cvcv, cvc-silent e), and vowel digraphs (e.g., ea, ee, ie, oa, ai, ay, oo, ow) accurately in two-syllable words.	<u>Whole Group Teacher's Guide</u> Pg(s): 8, 10, 16, 18, 20, 74, 80, 82, 84, 86	<u>Skills Masters</u> Pg(s): 3, 10, 17 <u>Theme Progress Tests and Test Practice</u> Pg(s): 3-8, 12-15, 21-23	
c.	Identify and pronounce r-controlled vowel patterns in words (e.g., ar, or, er).	<i>This standard is covered in Grade 1 materials:</i> <u>Whole Group Teacher's Guide</u> Pg(s): 404, 410, 412, 413, 414, 416	<i>This standard is covered in Grade 1 materials:</i> <u>Whole Class Chart Volume 2</u> Pg(s): 111 <u>Theme Progress Tests and Test Practice</u> Pg(s): 121, 125, 157	
d.	Identify and blend letter sounds to pronounce words.	<u>Small Group Teacher's Guide</u> Pg(s): 11, <u>Whole Group Teacher's Guide</u>	<u>Skills Masters</u> Pg(s): 10 <u>Theme Progress Tests and</u>	

		Pg(s): 40, 46, 48, 50, 52,	<u>Test Practice</u> Pg(s): 12-15	
Objective 4.2: Use knowledge of structural analysis to decode words.				
a.	Identify and read grade level contractions and compound words.	<u>Small Group Teacher's Guide</u> Pg(s): 91, 96, 136, 261 <u>Whole Group Teacher's Guide</u> Pg(s): 304, 310, 312, 314, 316, 487, 489, 491, 493, 495	<u>Skills Masters</u> Pg(s): 66, 104 <u>Theme Progress Tests and Test Practice</u> Pg(s): 95, 96, 139-141	
b.	Identify sound patterns and apply knowledge to decode words (e.g., blends, digraphs, vowel patterns, r-controlled vowels).	<u>Small Group Teacher's Guide</u> Pg(s): 1, 6, 11, 16, 21, 26, 31, 36, <u>Whole Group Teacher's Guide</u> Pg(s): 8, 10, 16, 18, 20, 40, 46, 48, 50, 52, 74, 80, 82, 84, 86	<u>Skills Masters</u> Pg(s): 3, 6, 10, 13, 17 <u>Theme Progress Tests and Test Practice</u> Pg(s): 3-8, 12-15, 21-23	
c.	Demonstrate an understanding of representing the same sound with different patterns by decoding these patterns accurately in isolation and in text (e.g., ee, ea, ei, e).	<i>This standard is covered in Grade 1 materials:</i> <u>Small Group Teacher's Guide</u> Pg(s): 81, 82, 152, 158, 212, 237 <u>Whole Group Teacher's Guide</u> Pg(s): 280	<i>This standard is covered in Grade 1 materials:</i> <u>Whole Class Chart Volume 2</u> Pg(s): 90 <u>Skills Masters</u> Pg(s): 96	
d.	Use knowledge of root words and prefixes (e.g., re, un, mis) and suffixes (e.g., s, es, ed, ing, est, ly) to decode words.	<u>Small Group Teacher's Guide</u> Pg(s): 56, 61, 81, 101, 111, 131, 141, 156, 181, 186, 221, 231, 246, 256, 276, 316 <u>Whole Group Teacher's Guide</u> Pg(s): 254, 256, 258, 260, 262, 272, 278, 280, 282, 284, 288, 290, 292, 294, 296, 404, 410, 412, 414, 416, 420, 422, 424, 426, 428, 436, 442, 444, 446, 448	<u>Skills Masters</u> Pg(s): 48, 55, 59, 62, 87, 90, 94 <u>Theme Progress Tests and Test Practice</u> Pg(s): 57, 58, 66, 67, 85-90, 121-123, 130, 131	
e.	Use letter and syllable patterns to pronounce multisyllabic words.	<i>This standard is covered in Grade 2 materials:</i> <u>Whole Group Teacher's Guide</u> Pg(s): 40, 152, 284, 288, 386, 388, 390, 391, 392, 394, 436, 444, 445, 446, 448, 452, 456, 457, 458, 460, 470, 476, 478, 479, 480, 482, 511, 512		
Objective 4.3: Spell words correctly.				
a.	Use knowledge of word families, patterns, and common letter combinations to spell new words.	<u>Small Group Teacher's Guide</u> Pg(s): 1, 6, 11, 16, 21, 26, 31, 36, 226, 296	<u>Skills Masters</u> Pg(s): 3, 6, 10, 13, 17, 20, 24, 104, 108	

		<u>Whole Group Teacher's Guide</u> Pg(s): 8, 14, 24, 27, 60, 64, 158, 304, 310, 312-314, 316, 323	<u>Writer's Handbook</u> Pg(s): 42 <u>Theme Progress Tests and Test Practice</u> Pg(s): 10-18, 146-154	
b.	Spell words with short and long vowel sounds, r-controlled words, words with consonant blends, consonant and vowel digraphs. c.	<u>Small Group Teacher's Guide</u> Pg(s): 101, 221, 246 <u>Whole Group Teacher's Guide</u> Pg(s): 24, 27	<u>Skills Masters</u> Pg(s): 48, 55, 59, 62, 87, 90, 94 <u>Writer's Handbook</u> Pg(s): 42 <u>Writing Resource Guide</u> Pg(s): 15, 16, 21, 24 <u>Theme Progress Tests and Test Practice</u> Pg(s): 55-63, 64-72, 83-91, 119-127, 128-136, 155-170	
c.	Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., believe, answer).	<u>Whole Group Teacher's Guide</u> Pg(s): 8, 40, 63, 90, 97, 106, 129, 140, 156, 172, 188, 195, 206, 220, 229, 238, 254, 261, 272, 295, 304, 320, 327, 338, 354, 361, 370, 386, 393, 404, 420, 427, 436, 452, 459, 470, 486, 493, 502, 518	<u>Writer's Handbook</u> Pg(s): 42, 43 <u>Writing Resource Guide</u> Pg(s): 31, 32	
d.	Learn the spellings of irregular and difficult words (e.g., because, animals, before, answer, weight).	<u>Writer's Handbook</u> Pg(s): 43, 50, 51, 52, 53, 54		
Objective 4.4: Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).				
a.	Use knowledge about spelling to predict the spelling of new words.	<u>Whole Group Teacher's Guide</u> Pg(s): 24		
b.	Visualize words while writing.	<u>Whole Group Teacher's Guide</u> Pg(s): 24		
c.	Associate spelling of new words from known words and word patterns.	<u>Whole Group Teacher's Guide</u> Pg(s): 486, 488, 490, 491, 492, 494		
d.	Use spelling generalities to assist spelling of new words.	<i>Opportunities to address this standard occur in:</i> <u>Whole Group Teacher's Guide</u> Pg(s): 8, 21, 24, 33, 40, 53, 56, 65, 74, 87, 90, 99, 106, 119, 122, 131, 140, 153, 156, 165, 172, 185, 188, 197, 206, 219, 222, 231, 238, 251, 254, 263, 272, 285, 288, 297, 304, 317, 320, 329, 338, 351, 354, 363,	<u>Skills Masters</u> Pg(s): 48, 87, 90, 94, 108 <u>Writer's Handbook</u> Pg(s): 42 <u>Writing Resource Guide</u> Pg(s): 10 <u>Theme Progress Tests and Test Practice</u> Pg(s): 146-154	

		370, 383, 386, 395, 404, 417, 420, 429436, 449, 452, 461, 470, 483, 486, 495, 502, 515, 518, 527		
STANDARD V: (Fluency): Students develop reading fluency to read aloud grade level text effortlessly without hesitation.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: <u>75</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 5.1: Objective 1: Read aloud grade level text with appropriate speed and accuracy.				
a.	Read grade level text at a rate of approximately 120-150 wpm.	<u>Small Group Teacher's Guide</u> Pg(s): 9, 14, 19, 24, 29, 34, 39, 44, 59, 79, 89, 94, 99, 104, 109, 134, 144, 149, 169, 184, 209, 214, 224, 234, 254, 259, 269, 279, 294, 299, 304, 314, 319	<u>Benchmark Book Evaluation Guide</u> Pg(s): 12, 13, 20, 21, 28, 29, 36, 37, 44, 45, 52, 53, 60, 61, 68, 69, 76	
b.	Read grade level text with an accuracy rate of 95-100%.	<u>Small Group Teacher's Guide</u> Pg(s): 9, 14, 19, 24, 29, 34, 39, 44, 59, 79, 89, 94, 99, 104, 109, 134, 144, 149, 169, 184, 209, 214, 224, 234, 254, 259, 269, 279, 294, 299, 304, 314, 319	<u>Benchmark Book Evaluation Guide</u> Pg(s): 12, 13, 20, 21, 28, 29, 36, 37, 44, 45, 52, 53, 60, 61, 68, 69, 76	
Objective 5.2: Read aloud grade level text effortlessly with clarity.				
a.	Read grade level text in meaningful phrases using intonation, expression, and punctuation cues.	<u>Small Group Teacher's Guide</u> Pg(s): 4, 8, 9, 13, 14, 18, 19, 23, 24, 28, 29, 33, 34, 38, 39, 43, 44, 48, 49, 53, 54, 55, 58, 59, 63, 64, 68, 69, 73, 74, 78, 79, 83, 84, 88, 89, 93, 94, 98, 99, 103, 104, 108, 109, 113, 114, 118, 119, 123, 124, 128, 129, 133, 138, 139, 143, 144, 148, 149, 153, 154, 158, 159, 163, 164, 168, 169, 173, 174, 178, 179, 183, 184, 189, 193, 194, 198, 199, 204, 206, 208, 209, 213, 214, 219, 223, 224, 228, 229, 233, 234, 238, 239, 243, 244, 248, 249, 253, 254, 258, 259, 263, 264, 268, 269, 273, 274, 278, 279, 283, 284, 288, 289, 293, 294, 298, 299, 303, 304, 308, 309, 313, 314,		

		318, 319 <u>Whole Group Teacher's Guide</u> Pg(s): 16, 356		
b.	Read grade level words with automaticity.	<u>Small Group Teacher's Guide</u> Pg(s): 4, 8, 9, 13, 14, 18, 19, 23, 24, 28, 29, 33, 34, 38, 39, 43, 44, 48, 49, 53, 54, 58, 59, 63, 68, 73, 78, 79, 83, 88, 89, 93, 94, 98, 99, 103, 104, 108, 109, 113, 118, 123, 124, 128, 129, 133, 138, 143, 144, 148, 149, 153, 158, 163, 164, 168, 169, 173, 174, 178, 183, 184, 193, 198, 204, 208, 209, 213, 214, 223, 224, 228, 233, 234, 238, 243, 244, 248, 249, 253, 254, 258, 259, 263, 268, 269, 273, 278, 279, 283, 288, 293, 294, 298, 299, 303, 304, 308, 313, 314, 318, 319	<u>Benchmark Book Evaluation Guide</u> Pg(s): 12, 13, 20, 21, 28, 29, 36, 37, 44, 45, 52, 53, 60, 61, 68, 69, 76	
STANDARD VI: (Vocabulary): Students learn and use grade level vocabulary to increase understanding and read fluently.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: <u>100</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 6.1: Learn new words through listening and reading widely.				
a.	Use new vocabulary learned by listening, reading, and discussing a variety of genres.	<u>Whole Group Teacher's Guide</u> Pg(s): 14, 18, 20, 28, 32, 46, 48, 50, 52, 60, 64, 80, 82, 84, 86, 90, 94, 98, 112, 114, 116, 118, 122, 126, 130, 146, 148, 150, 152, 156, 160, 162, 164, 178, 180, 182, 184, 188, 192, 194, 196, 212, 214, 216, 218, 220, 226, 230, 244, 246, 248, 250, 254, 258, 262, 278, 280, 282, 284, 285, 292, 296, 310, 312, 314, 316, 320, 324, 328, 344, 346, 348, 350, 354, 358, 362, 376, 378, 380, 382, 386, 390, 394, 410, 412, 414, 416, 420, 424, 428, 442, 444, 446, 448, 452, 456, 460, 476, 478, 480, 482, 486,	<u>Skills Masters</u> Pg(s): 1, 4, 7, 8, 11, 14, 15, 18, 21, 22, 25, 28, 29, 32, 35, 36, 39, 42, 43, 46, 49, 50, 53, 56, 67, 70, 71, 74, 77, 78, 81, 84, 85, 88, 91, 92, 95, 98, 99, 102, 105, 106, 109, 112	

		490, 494, 508, 510, 512, 514, 518, 522, 526		
b.	Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).	<p><u>Small Group Teacher's Guide</u> Pg(s): 2, 7, 12, 17, 22, 27, 32, 37, 42, 47, 51, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 112, 117, 122, 127, 132, 137, 142, 147, 152, 157, 162, 167, 172, 177, 182, 187, 192, 197, 202, 207, 212, 217, 222, 227, 232, 242, 247, 252, 257, 262, 267, 272, 277, 282, 287, 292, 297, 302, 307, 312, 317</p> <p><u>Whole Group Teacher's Guide</u> Pg(s): 14, 16, 18, 24, 28, 30, 56, 62, 84, 96, 128, 150, 162, 182, 194, 216, 228, 260, 282, 294, 314, 326, 348, 360, 380, 392, 414, 426, 458, 480, 492, 512, 524</p>	<p><u>Skills Masters</u> Pg(s): 1, 4, 7, 8, 11, 14, 15, 18, 21, 22, 25, 28, 29, 32, 35, 36, 39, 42, 43, 46, 49, 50, 53, 56, 67, 70, 71, 74, 77, 78, 81, 84, 85, 88, 91, 92, 95, 98, 99, 102, 105, 106, 109, 112</p>	
Objective 6.2: Use multiple resources to learn new words by relating them to known words and/or concepts.				
a.	Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesauruses).	<p><u>Small Group Teacher's Guide</u> Pg(s): 176, 271</p> <p><u>Whole Group Teacher's Guide</u> Pg(s): 18, 84, 122, 124, 126, 127, 128, 130, 148, 150, 162, 182, 194, 216, 282, 314, 348, 380, 414, 446, 480, 512</p>	<p><u>Skills Masters</u> Pg(s): 27</p> <p><u>Theme Progress Tests and Test Practice</u> Pg(s): 28-36</p>	
b.	Relate unfamiliar words and concepts to prior knowledge to increase vocabulary (e.g., settlers: Indians, pioneers, farmers).	<p><u>Small Group Teacher's Guide</u> Pg(s): 1, 2, 7, 12, 16, 17, 21, 22, 26, 27, 31, 32, 36, 37, 41, 42, 46, 47, 51, 52, 56, 57, 61, 62, 66, 67, 71, 72, 76, 77, 81, 82, 86, 87, 91, 92, 96, 97, 101, 102, 106, 107, 111, 112, 116, 117, 121, 122, 126, 127, 131, 132, 136, 137, 141, 142, 146, 147, 151, 152, 156, 157, 161, 162, 166, 167, 171, 172, 176, 177, 181, 182, 186, 187, 191, 192, 196, 197, 201, 202, 206, 207, 211, 212, 216, 217, 221, 222, 226, 227, 231, 232, 236, 237, 241, 242, 246, 247, 251, 252, 256, 257, 261, 262, 266, 267, 271, 272, 276, 277, 281, 282, 286, 287, 291, 292, 296, 297, 301, 302, 306, 307,</p>	<p><u>Skills Masters</u> Pg(s): 2</p> <p><u>Comprehension Bridge</u> Pg(s): 1</p>	

		311, 316, 317 Whole Group Teacher's Guide Pg(s): 8, 9, 14, 15, 16, 17, 18, 20, 24, 25, 26, 27, 28, 29, 30, 32, 33, 40, 41, 50, 52, 60, 61, 62, 63, 64, 84, 86, 98, 106, 116, 118, 126, 130, 140, 150, 151, 152, 160, 162, 164, 172, 182, 184, 192, 194, 196, 206, 216, 218, 222, 226, 230, 231, 238, 248, 250, 258, 262, 272, 278, 279, 280, 281, 282, 283, 284, 285, 290, 292, 294, 296, 297, 304, 305, 314, 316, 324, 325, 326, 328, 338, 348, 350, 358, 362, 370, 380, 382, 390, 394, 404, 414, 416, 424, 428, 436, 446, 448, 456, 460, 470, 480, 482, 490, 494, 502, 512, 514, 526		
Objective 6.3: Use structural analysis and context clues to determine meanings of words.				
a.	Identify meanings of words using roots and affixes (e.g., disrespectfully).	Small Group Teacher's Guide Pg(s): 56, 61, 81, 111, 141, 156, 181, 186, 231, 276, 281, 316 Whole Group Teacher's Guide Pg(s): 18, 56, 58, 62, 64, 84, 150, 162, 182, 194, 216, 254, 256, 258, 259, 260, 262, 272, 278, 280, 281, 282, 284, 285, 290, 292, 293, 294, 296, 314, 348, 380, 404, 410, 412, 413, 414, 416, 420, 422, 424, 425, 426, 428, 436, 442, 444, 445, 446, 448, 460, 480, 512	Skills Masters Pg(s): 55, 59, 62, 87, 90, 94 Theme Progress Tests and Test Practice Pg(s): 64-72, 83-91, 119-127	
b.	Use words, sentences, and paragraphs as context clues to determine meanings of unknown key words, similes and idioms.	Small Group Teacher's Guide Pg(s): 10, 146, 199 Whole Group Teacher's Guide Pg(s): 26, 58, 92, 124, 158, 190, 222, 256, 290, 322, 354, 356, 358, 359, 360, 362, 379, 388, 422, 454, 488, 520	Skills Masters Pg(s): 30, 76, 86 Comprehension Bridge Pg(s): 5, 13 Theme Progress Tests and Test Practice Pg(s): 37-45, 46-54, 73-80, 101-109, 110-118, 119-127, 128-136, 173	
c.	Use context to determine meanings of synonyms, antonyms, homonyms (e.g., there/their/they're) and multiple-meaning words (e.g.,	Small Group Teacher's Guide Pg(s): 10, 41, 46, 66, 76, 86, 102, 106, 251, 256, 301 Whole Group Teacher's Guide	Skills Masters Pg(s): 31, 34, 38 Theme Progress Tests and Test Practice	

	rock).	Pg(s): 140, 146, 148, 149, 150, 152, 156, 158, 160, 161, 162, 163, 164, 172, 178, 180, 181, 182, 184, 196, 513, 521	Pg(s): 37-45, 46-54, 73-80, 146-154, 155-170	
STANDARD VII: (Comprehension): Students understand, interpret, and analyze narrative and informational grade level text.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: <u>93</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 7.1: Identify purposes of text.				
a.	Identify purpose for reading.	<u>Small Group Teacher's Guide</u> Pg(s): 3, 5, 8, 9, 13, 14, 18, 19, 23, 28, 29, 33, 34, 38, 39, 43, 45, 48, 49, 53, 54, 58, 60, 63, 65, 70, 73, 75, 78, 80, 83, 85, 88, 90, 93, 95, 98, 99, 103, 105, 108, 109, 113, 114, 118, 119, 123, 124, 128, 129, 133, 135, 138, 139, 143, 144, 148, 149, 153, 155, 158, 159, 163, 165, 168, 170, 173, 174, 178, 179, 183, 185, 188, 190, 193, 195, 198, 199, 203, 204, 208, 209, 213, 214, 218, 220, 223, 224, 228, 229, 233, 234, 238, 239, 243, 244, 250, 253, 254, 258, 259, 263, 264, 268, 270, 273, 274, 278, 279, 283, 285, 288, 289, 293, 294, 298, 300, 303, 305, 308, 309, 310, 313, 314, 318, 319 <u>Whole Group Teacher's Guide</u> Pg(s): 304, 306, 307, 308, 309, 310, 311, 312, 313, 314, 316, 320, 321, 322, 326, 328, 339, 358, 359, 360, 361	<u>Skills Masters</u> Pg(s): 65 <u>Comprehension Bridge</u> Pg(s): 10 <u>Benchmark Book Evaluation Guide</u> Pg(s): 12, 20, 28, 36, 44, 52, 60, 68 <u>Theme Progress Tests and Test Practice</u> Pg(s): 92-100, 155-170	
b.	Identify author's purpose.	<u>Small Group Teacher's Guide</u> Pg(s): 19, 28, 44, 103, 119, 138, 153, 169, 209, 223 <u>Whole Group Teacher's Guide</u> Pg(s): 488	<u>Skills Masters</u> Pg(s): 9 <u>Comprehension Bridge</u> Pg(s): 2 <u>Theme Progress Tests and Test Practice</u>	

			Pg(s): 10-18	
Objective 7.2: Apply strategies to comprehend text.				
a.	Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).	<p><u>Small Group Teacher's Guide</u> Pg(s): 1, 6, 11, 16, 19, 21, 24, 26, 29, 31, 36, 41, 46, 51, 56, 61, 66, 68, 71, 76, 81, 86, 91, 96, 101, 106, 156, 161, 166, 171, 176, 181, 183, 186, 191, 196, 198, 201, 206, 211, 213, 216, 221, 226, 231, 241, 243, 246, 251, 256, 261, 266, 271, 276, 281, 286, 288, 291, 296, 301, 311, 316</p> <p><u>Whole Group Teacher's Guide</u> Pg(s): 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 24, 25, 26, 27, 28, 29, 30, 32, 33, 40, 41, 42, 43, 44, 45, 48, 50, 52, 60, 61, 62, 63, 76, 77, 78, 79, 82, 84, 106, 108, 109, 110, 111, 114, 116, 124, 126, 131, 140, 142, 143, 144, 145, 150, 151, 158, 160, 172, 174, 175, 176, 177, 182, 192, 206, 208, 209, 210, 211, 214, 216, 220, 222, 226, 238, 240, 241, 242, 243, 248, 256, 258, 272, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 290, 292, 294, 296, 297, 304, 305, 306, 307, 308, 309, 314, 321, 322, 324, 325, 326, 338, 340, 341, 342, 343, 346, 348, 356, 372, 373, 374, 375, 380, 390, 406, 407, 408, 409, 412, 422, 424, 438, 439, 440, 441, 444, 446, 454, 456, 472, 473, 474, 475, 478, 480, 488, 490, 504, 505, 506, 507, 510, 512, 520, 522, 527</p>	<p><u>Skills Masters</u> Pg(s): 2, 58</p> <p><u>Comprehension Bridge</u> Pg(s): 1, 9</p> <p><u>Theme Progress Tests and Test Practice</u> Pg(s): 1-9, 10-18, 73-80, 83-91, 92-100, 155-170, 175</p>	
b.	Generate questions about text (e.g., factual, inferential, evaluative).	<p><u>Small Group Teacher's Guide</u> Pg(s): 2, 3, 7, 12, 17, 22, 24, 27, 32, 37, 42, 47, 52, 57, 62, 67, 72, 77, 82, 87, 92, 97, 102, 107, 112, 117, 122, 127, 132, 137, 142, 147, 152, 162, 167, 172, 177, 182, 187, 192, 197, 202, 207, 212, 222, 227, 232, 233, 237, 237, 242, 247, 252, 257, 260, 262, 267, 272, 277, 282, 287, 292,</p>	<p><u>Skills Masters</u> Pg(s): 51, 107</p> <p><u>Comprehension Bridge</u> Pg(s): 8, 16</p> <p><u>Theme Progress Tests and Test Practice</u> Pg(s): 64-72, 73-80, 83-91, 146-154, 155-170, 178</p>	

		297, 302, 307, 308, 312, 317 <u>Whole Group Teacher's Guide</u> Pg(s): 238, 240, 241, 242, 243, 244, 246, 248, 250, 254, 256, 262, 263, 273, 292, 293, 294, 295, 351, 502, 504, 505, 506, 507, 508, 509, 510, 512, 514, 515, 518, 519, 520, 521, 526, 527		
c.	Form mental pictures to aid understanding of text.	<u>Small Group Teacher's Guide</u> Pg(s): 13, 48, 163, 248 <u>Whole Group Teacher's Guide</u> Pg(s): 106, 112, 113, 114, 116, 118, 119, 123, 124, 130, 131, 141, 160, 161, 162, 163, 370, 372, 373, 374, 375, 376, 377, 378, 379, 380, 382, 383, 386, 387, 388, 394, 395, 405, 424, 426	<u>Skills Masters</u> Pg(s): 23, 79 <u>Comprehension Bridge</u> Pg(s): 4, 12 <u>Theme Progress Tests and Test Practice</u> Pg(s): 28-36, 37-45, 73-80, 110-118, 119-127, 155-170, 172-176	
d.	Make and confirm or revise predictions while reading using title, picture clues, text, and/or prior knowledge.	<u>Small Group Teacher's Guide</u> Pg(s): 168, 208, 218, 283 <u>Whole Group Teacher's Guide</u> Pg(s): 74, 80, 81, 82, 84, 85, 86, 87, 91, 92, 98, 99, 107, 126, 128, 129, 172, 174, 175, 176, 177, 178, 179, 180, 182, 184, 185, 189, 190, 191, 196, 197, 207, 226, 227, 228, 229, 338, 344, 345, 346, 348, 350, 351, 354, 355, 356, 362, 363, 371, 390, 391, 392, 393, 436, 438, 439, 440, 441, 442, 443, 444, 446, 448, 452, 453, 454, 460, 461, 471, 490, 491, 492	<u>Skills Masters</u> Pg(s): 2, 107 <u>Comprehension Bridge</u> Pg(s): 1, 16	
e.	Make inferences and draw conclusions from text.	<u>Small Group Teacher's Guide</u> Pg(s): 3, 4, 5, 9, 10, 14, 15, 19, 20, 24, 25, 28, 29, 30, 34, 38, 39, 40, 44, 45, 49, 50, 54, 55, 59, 60, 64, 65, 69, 70, 74, 75, 79, 80, 84, 85, 89, 90, 93, 94, 95, 99, 100, 104, 105, 109, 110, 114, 115, 110, 120, 124, 125, 129, 130, 135, 139, 140, 144, 145, 149, 150, 154, 155, 159, 160, 164, 165, 169, 170, 174, 15, 179, 180, 184, 185, 189, 190, 194, 195, 199, 200, 204, 205, 209, 210, 214, 215, 219,	<u>Skills Masters</u> Pg(s): 16, 72 <u>Comprehension Bridge</u> Pg(s): 3, 11 <u>Theme Progress Tests and Test Practice</u> Pg(s): 19-27, 28-36, 73-80, 110-118, 155-170, 172	

		<p>220, 224, 225, 229, 230, 234, 235, 239, 240, 244, 245, 249, 250, 254, 255, 259, 260, 264, 265, 269, 270, 274, 275, 279, 280, 284, 285, 289, 290, 294, 295, 298, 299, 300, 304, 305, 309, 310, 314, 315, 319, 320</p> <p><u>Whole Group Teacher's Guide</u> Pg(s): 74, 80, 81, 82, 84, 85, 86, 87, 91, 92, 98, 99, 107, 126, 128, 129, 172, 174, 175, 176, 177, 178, 179, 180, 182, 184, 185, 189, 190, 191, 196, 197, 207, 226, 227, 228, 229, 338, 344, 345, 346, 348, 350, 351, 354, 355, 356, 362, 363, 371, 390, 391, 392, 393, 436, 438, 439, 440, 441, 442, 443, 444, 446, 448, 452, 453, 454, 460, 461, 471, 490, 491, 492</p>		
f.	Identify theme/topic/main idea from text; note details.	<p><u>Small Group Teacher's Guide</u> Pg(s): 8, 25, 29, 104, 148, 203, 253</p> <p><u>Whole Group Teacher's Guide</u> Pg(s): 15, 20, 24, 30, 31, 32, 40, 46, 47, 48, 50, 52, 56, 57, 58, 59, 64, 65, 74, 75, 81, 86, 90, 94, 96, 98, 106, 113, 122, 128, 130, 140, 141, 147, 149, 153, 156, 162, 164, 172, 173, 179, 184, 188, 194, 196, 206, 207, 213, 218, 220, 228, 230, 238, 239, 244, 250, 254, 260, 262, 272, 279, 294, 296, 304, 306, 307, 308, 309, 310, 311, 312, 313, 314, 316, 320, 321, 322, 326, 328, 338, 339, 345, 350, 354, 358, 359, 360, 361, 362, 370, 377, 382, 386, 392, 394, 404, 405, 411, 416, 420, 426, 428, 436, 437, 443, 448, 452, 458, 460, 470, 471, 477, 482, 486, 492, 494, 502, 503, 509, 514, 518, 524, 526</p>	<p><u>Skills Masters</u> Pg(s): 1, 4, 7, 8, 11, 14, 15, 18, 21, 22, 25, 28, 29, 32, 35, 36, 39, 42, 43, 46, 49, 50, 53, 56, 67, 70, 71, 74, 77, 78, 81, 84, 85, 88, 91, 92, 95, 98, 99, 102, 105, 106, 109, 112</p> <p><u>Theme Progress Tests and Test Practice</u> Pg(s): 10-180, 19-27, 73-80, 155-170</p>	
g.	Summarize important ideas/events; summarize supporting details in sequence.	<p><u>Small Group Teacher's Guide</u> Pg(s): 8, 23, 35, 45, 78, 100, 105, 110, 188, 228, 235, 255, 265, 273, 275, 278, 315</p> <p><u>Whole Group Teacher's Guide</u></p>	<p><u>Skills Masters</u> Pg(s): 37</p> <p><u>Comprehension Bridge</u> Pg(s): 6</p> <p><u>Benchmark Book Evaluation</u></p>	

		<p>Pg(s): 14, 24, 30, 32, 46, 56, 62, 64, 75, 80, 84, 90, 96, 98, 112, 122, 128, 130, 146, 156, 162, 164, 174, 175, 176, 177, 188, 194, 196, 208, 209, 210, 211, 220, 228, 230, 240, 241, 242, 243, 254, 260, 285, 294, 296, 306, 307, 308, 309, 320, 326, 328, 344, 350, 354, 360, 362, 372, 373, 374, 375, 386, 392, 394, 406, 407, 408, 409, 416, 420, 426, 428, 438, 439, 440, 441, 452, 458, 460, 472, 473, 474, 475, 482, 486, 492, 494, 504, 505, 506, 507, 518, 524, 526</p>	<p><u>Guide</u> Pg(s): 14, 22, 30, 38, 46, 54, 62, 70 <u>Theme Progress Tests and Test Practice</u> Pg(s): 46-54, 55-63, 155-170</p>	
h.	Monitor and clarify understanding applying fix-up strategies while interacting with text.	<p><u>Small Group Teacher's Guide</u> Pg(s): 3, 43, 83, 133, 153, 173, 193, 318 <u>Whole Group Teacher's Guide</u> Pg(s): 140, 146, 147, 148, 149, 150, 151, 152, 153, 157, 158, 164, 165, 173, 192, 193, 194, 195, 206, 208, 209, 210, 211, 212, 213, 215, 216, 217, 218, 219, 220, 222, 228, 230, 231, 239, 258, 259, 260, 261, 360, 382, 392, 404, 406, 407, 408, 409, 411, 412, 413, 414, 416, 420, 421, 422, 426, 428, 429, 437, 443, 448, 456, 458, 482, 492, 515, 524</p>	<p><u>Skills Masters</u> Pg(s): 30, 44, 86, 100 <u>Comprehension Bridge</u> Pg(s): 5, 7, 13 <u>Theme Progress Tests and Test Practice</u> Pg(s): 37-45, 46-54, 55-63, 73-80, 119-127, 137-145, 155-170, 173, 174, 177, 178</p>	
i.	Compile, organize, and interpret information from text.	<p><u>Small Group Teacher's Guide</u> Pg(s): 3, 4, 8, 9, 10, 13, 14, 15, 18, 19, 20, 23, 24, 25, 28, 29, 30, 33, 34, 38, 39, 43, 44, 48, 49, 53, 54, 58, 59, 63, 64, 68, 69, 73, 74, 78, 79, 83, 84, 88, 89, 93, 94, 98, 99, 103, 104, 108, 109, 113, 114, 115, 118, 119, 123, 124, 128, 129, 133, 134, 138, 139, 143, 144, 145, 148, 149, 153, 154, 158, 159, 163, 164, 168, 169, 173, 174, 178, 179, 180, 183, 184, 188, 189, 193, 194, 198, 199, 203, 204, 208, 209, 213, 214, 218, 219, 223, 224, 225, 228, 229, 230, 233, 234, 238, 239, 243, 244, 248, 249, 253, 254, 258, 259, 263, 264, 268, 269,</p>	<p><u>Skills Masters</u> Pg(s): 37, 93 <u>Comprehension Bridge</u> Pg(s): 14 <u>Theme Progress Tests and Test Practice</u> Pg(s): 155-170</p>	

		273, 274, 278, 279, 283, 284, 285, 288, 289, 293, 294, 298, 299, 300, 303, 304, 309, 313, 314, 318, 319, 320 <u>Whole Group Teacher's Guide</u> Pg(s): 436, 438, 439, 440, 441, 442, 443, 444, 446, 448, 452, 453, 454, 460, 461, 471, 490, 491, 492		
Objective 7.3: Recognize and use features of narrative and informational text.				
a.	Identify characters, setting, sequence of events, problem/resolution.	<u>Small Group Teacher's Guide</u> Pg(s): 5, 10, 14, 15, 18, 45, 50, 54, 55, 57, 59, 60, 85, 89, 90, 95, 125, 130, 131, 134, 135, 140, 165, 169, 170, 175, 205, 210, 214, 215, 220, 245, 250, 254, 255, 285, 290, 295 <u>Whole Group Teacher's Guide</u> Pg(s): 180, 189, 190, 197, 290, 295, 313, 322, 510	<u>Theme Progress Tests and Test Practice</u> Pg(s): 10-18, 46-54, 73-80, 92-100, 155-170	
b.	Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction.	<u>Small Group Teacher's Guide</u> Pg(s): 19, 24, 49, 50, 69, 74, 79, 84, 113, 119, 144, 149, 154, 159, 184, 189, 204, 224, 229, 234, 239, 244, 249, 253, 259, 264, 274, 294, 299, 304, 309, 314, 319 <u>Whole Group Teacher's Guide</u> Pg(s): 17, 48, 82, 114, 180, 215, 246, 283, 313, 346, 379, 413, 444, 470, 472, 473, 474, 475, 476, 477, 478, 480, 481, 482, 486, 487, 488, 494, 495, 503, 510, 520, 522, 523, 524, 525	<u>Skills Masters</u> Pg(s): 100 <u>Comprehension Bridge</u> Pg(s): 15 <u>Theme Progress Tests and Test Practice</u> Pg(s): 64-72, 137-145, 146-154, 155-170	
c.	Identify information from text, headings, subheadings, diagrams, charts, captions, graphs, table of contents, index, and glossary.	<u>Small Group Teacher's Guide</u> Pg(s): 17, 18, 22, 24, 25, 27, 32, 33, 35, 37, 40, 62, 65, 67, 70, 72, 75, 77, 80, 82, 87, 92, 97, 99, 100, 102, 105, 107, 108, 110, 112, 114, 115, 117, 120, 122, 127, 132, 137, 142, 143, 145, 147, 150, 152, 153, 154, 155, 157, 160, 162, 165, 167, 172, 177, 180, 182, 185, 187, 190, 192, 195, 197, 200, 217, 222, 223, 224, 225, 227, 230, 232, 235, 237, 238, 239, 240, 252, 257, 259, 260, 262, 263,	<u>Benchmark Book Evaluation Guide</u> Pg(s): 17, 25, 33, 41, 49, 57, 65, 73	

		265, 267, 269, 270, 272, 274, 275, 277, 280, 282, 297, 300, 302, 304, 305, 307, 309, 310, 312, 314, 315, 317, 320 <u>Whole Group Teacher's Guide</u> Pg(s): 17, 82, 149, 346		
d.	Identify different structures in text (e.g., description, problem/solution, compare/contrast, cause/effect).	<u>Small Group Teacher's Guide</u> Pg(s): 53, 88, 118, 158, 168, 268 <u>Whole Group Teacher's Guide</u> Pg(s): 48, 114, 256		
e.	Locate facts from a variety of informational texts (e.g., newspapers, magazines, textbooks, biographies, other resources).	<u>Small Group Teacher's Guide</u> Pg(s): 130, 220, 229, 234, 240	<u>Skills Masters</u> Pg(s): 27, 72 <u>Comprehension Bridge</u> Pg(s): 11 <u>Theme Progress Tests and Test Practice</u> Pg(s): 28-36	

STANDARD VIII: Students write daily to communicate effectively for a variety of purposes and audiences.

Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VIII: <u>96</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries ✓
Objective 8.1: Prepare to write by gathering and organizing information and ideas (pre-writing).				
a.	Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.	<u>Whole Group Teacher's Guide</u> Pg(s): 9, 15, 17, 19, 25, 27, 29, 31, 33, 107, 113, 115, 117, 123, 125, 127, 129, 131, 405, 411, 413, 415, 421, 423, 425, 427, 429	<u>Writer's Handbook</u> Pg(s): 44 <u>Writing Bridge</u> Pg(s): 1, 2, 7 <u>Theme Progress Tests and Test Practice</u> Pg(s): 19-27, 28-36	
b.	Select and narrow a topic from generated ideas.	<u>Whole Group Teacher's Guide</u> Pg(s): 9, 15, 17, 19, 25, 27, 29, 31, 33, 107, 113, 115, 117, 123, 125, 127, 129, 131, 405, 411, 413, 415, 421, 423, 425, 427, 429	<u>Writing Bridge</u> Pg(s): 1, 7, 25	
c.	Identify audience, purpose, form for writing.	<u>Whole Group Teacher's Guide</u> Pg(s): 9, 15, 17, 19, 25, 27, 29, 31, 33, 107, 113, 115, 117, 123, 125, 127, 129, 131, 405, 411, 413, 415,	<u>Writing Resource Guide</u> Pg(s): 59, 60	

		421, 423, 425, 427, 429		
d.	Use a variety of graphic organizers to organize information.	<u>Small Group Teacher's Guide</u> Pg(s): 5, 20, 30, 75, 80, 115, 145, 225, 230, 255, 285, 300 <u>Whole Group Teacher's Guide</u> Pg(s): 9, 15, 17, 19, 25, 27, 29, 31, 33, 107, 113, 115, 117, 123, 125, 127, 129, 131, 405, 411, 413, 415, 421, 423, 425, 427, 429	<u>Writing Resource Guide</u> Pg(s): 33-48 <u>Writing Bridge</u> Pg(s): 7, 25	
Objective 8.2: Compose a written draft.				
a.	Draft ideas on paper in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).	<u>Whole Group Teacher's Guide</u> Pg(s): 9, 15, 17, 19, 21, 25, 27, 29, 31, 33, 49, 51, 53, 57, 59, 61, 63, 65, 75, 81, 83, 85, 91, 93, 94, 95, 97, 99, 115, 117, 119, 123, 125, 127, 129, 131, 141, 147, 149, 151, 157, 159, 161, 163, 173, 179, 181, 183, 189, 191, 193, 195, 197, 215, 217, 219, 220, 223, 227, 229, 231, 247, 249, 251, 255, 257, 259, 261, 263, 395	<u>Writer's Handbook</u> Pg(s): 32, 38, 39, 44 <u>Writing Resource Guide</u> Pg(s): 33, 51, 52 <u>Writing Bridge</u> Pg(s): 1, 3, 5, 8, 9, 11, 12, 14, 26, 32 <u>Theme Progress Tests and Test Practice</u> Pg(s): 1-9, 10-18, 28-36, 46-54, 55-63, 73-80, 119-127, 146-154, 155-170	
b.	Use voice to fit the purpose and audience.	<u>Small Group Teacher's Guide</u> Pg(s): 160 <u>Whole Group Teacher's Guide</u> Pg(s): 9, 15, 17, 19, 21, 25, 27, 29, 31, 33, 49, 51, 53, 57, 59, 61, 63, 65, 75, 81, 83, 85, 91, 93, 94, 95, 97, 99, 115, 117, 119, 123, 125, 127, 129, 131, 141, 147, 149, 151, 157, 159, 161, 163, 173, 179, 181, 183, 189, 191, 193, 195, 197, 215, 217, 219, 220, 223, 227, 229, 231, 247, 249, 251, 255, 257, 259, 261, 263, 395	<u>Writer's Handbook</u> Pg(s): 32 <u>Writing Resource Guide</u> Pg(s): 59, 60, 67 <u>Writing Bridge</u> Pg(s): 3, 13 <u>Theme Progress Tests and Test Practice</u> Pg(s): 55-63	
c.	Use strong verbs and precise and vivid language to convey meaning.	<u>Whole Group Teacher's Guide</u> Pg(s): 9, 15, 17, 19, 21, 25, 27, 29, 31, 33, 49, 51, 53, 57, 59, 61, 63, 65, 75, 81, 83, 85, 91, 93, 94, 95, 97, 99, 115, 117, 119, 123, 125, 127, 129, 131, 141, 147, 149, 151, 157, 159, 161, 163, 173, 179, 181, 183, 189, 191, 193, 195, 197, 215, 217, 219, 220, 223, 227, 229, 231, 247, 249,	<u>Writer's Handbook</u> Pg(s): 31 <u>Writing Resource Guide</u> Pg(s): 55, 56 <u>Writing Bridge</u> Pg(s): 3, 19 <u>Theme Progress Tests and Test Practice</u> Pg(s): 10-18, 92-100	

		251, 255, 257, 259, 261, 263, 395		
d.	Identify and use effective leads and strong endings.	<u>Whole Group Teacher's Guide</u> Pg(s): 9, 15, 17, 19, 21, 25, 27, 29, 31, 33, 49, 51, 53, 57, 59, 61, 63, 65, 75, 81, 83, 85, 91, 93, 94, 95, 97, 99, 115, 117, 119, 123, 125, 127, 129, 131, 141, 147, 149, 151, 157, 159, 161, 163, 173, 179, 181, 183, 189, 191, 193, 195, 197, 215, 217, 219, 220, 223, 227, 229, 231, 247, 249, 251, 255, 257, 259, 261, 263, 395	<u>Writing Resource Guide</u> Pg(s): 49, 50, 61, 62	
Objective 8.3: Objective 3: Revise by elaborating and clarifying a written draft.				
a.	Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.	<u>Whole Group Teacher's Guide</u> Pg(s): 9, 15, 17, 19, 25, 27, 29, 31, 33, 107, 113, 115, 117, 123, 125, 127, 129, 131, 405, 411, 413, 415, 421, 423, 425, 427, 429	<u>Writer's Handbook</u> Pg(s): 45 <u>Writing Resource Guide</u> Pg(s): 51, 52, 53, 54, 55, 56 <u>Writing Bridge</u> Pg(s): 1, 2, 3, 11, 15 <u>Theme Progress Tests and Test Practice</u> Pg(s): 1-9, 64-72, 92-100	
b.	Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences (i.e., sentence length, simple and complex sentences).	<u>Whole Group Teacher's Guide</u> Pg(s): 9, 15, 17, 19, 25, 27, 29, 31, 33, 107, 113, 115, 117, 123, 125, 127, 129, 131, 405, 411, 413, 415, 421, 423, 425, 427, 429	<u>Writer's Handbook</u> Pg(s): 33, 34, 35, 36, 37, 45, 46 <u>Writing Resource Guide</u> Pg(s): 1, 2, 7, 8, 67 <u>Writing Bridge</u> Pg(s): 21 <u>Theme Progress Tests and Test Practice</u> Pg(s): 1-9, 10-18, 28-36, 101-109	
c.	Revise writing, considering the suggestions of others.	<u>Whole Group Teacher's Guide</u> Pg(s): 9, 15, 17, 19, 25, 27, 29, 31, 33, 107, 113, 115, 117, 123, 125, 127, 129, 131, 405, 411, 413, 415, 421, 423, 425, 427, 429	<u>Writer's Handbook</u> Pg(s): 48	
Objective 8.4: Edit written draft for conventions.				
a.	Edit writing for correct capitalization and punctuation (i.e., words in a series, dialogue, complex sentences, singular possessives, abbreviations).	<u>Whole Group Teacher's Guide</u> Pg(s): 9, 15, 17, 19, 25, 27, 29, 31, 33, 107, 113, 115, 117, 123, 125, 127, 129, 131, 405, 411, 413, 415, 421, 423, 425, 427, 429	<u>Skills Masters</u> Pg(s): 24, 66, 69 <u>Writer's Handbook</u> Pg(s): 4-19, 33, 49 <u>Writing Resource Guide</u> Pg(s): 9, 20, 65, 67	

			<u>Writing Bridge</u> Pg(s): 1, 3, 17, 27, 31 <u>Theme Progress Tests and Test Practice</u> Pg(s): 28-36, 37-45, 83-91, 92-100, 128-136, 146-154	
b.	Edit for spelling of grade level-appropriate words.	<u>Small Group Teacher's Guide</u> Pg(s): 34, 35 <u>Whole Group Teacher's Guide</u> Pg(s): 9, 15, 17, 19, 25, 27, 29, 31, 33, 107, 113, 115, 117, 123, 125, 127, 129, 131, 405, 411, 413, 415, 421, 423, 425, 427, 429	<u>Writer's Handbook</u> Pg(s): 33, 42, 43, 49, 50, 51, 52, 53, 54 <u>Writing Resource Guide</u> Pg(s): 31, 32, 65, 67 <u>Writing Bridge</u> Pg(s): 1, 3, 17, 27, 31	
c.	Edit for standard grammar (e.g., subject-verb agreement, verb tense, comparatives, superlatives, pronouns).	<u>Whole Group Teacher's Guide</u> Pg(s): 9, 15, 17, 19, 25, 27, 29, 31, 33, 107, 113, 115, 117, 123, 125, 127, 129, 131, 405, 411, 413, 415, 421, 423, 425, 427, 429	<u>Skills Masters</u> Pg(s): 41, 52, 73, 80, 111 <u>Writer's Handbook</u> Pg(s): 20-29, 33, 46, 47 <u>Writing Resource Guide</u> Pg(s): 3, 4, 15, 16, 17, 18, 21, 24 <u>Writing Bridge</u> Pg(s): 1, 3, 17, 27, 31 <u>Theme Progress Tests and Test Practice</u> Pg(s): 10-18, 64-72, 83-91, 101-109, 110-118, 146-154	
d.	Edit for appropriate formatting features (e.g., margins, indentations, titles).	<u>Whole Group Teacher's Guide</u> Pg(s): 41, 47, 57, 59, 471, 477, 487, 489	<u>Writer's Handbook</u> Pg(s): 33 <u>Writing Resource Guide</u> Pg(s): 67 <u>Writing Bridge</u> Pg(s): 3, 17, 27, 31	
Objective 8.5: Use fluent and legible handwriting to communicate.				
a.	Write using upper- and lower-case cursive letters with proper form, proportions, and spacing.	<u>Whole Group Teacher's Guide</u> Pg(s): 41, 47, 57, 59, 471, 477, 487, 489	<u>Writer's Handbook</u> Pg(s): 33 <u>Writing Resource Guide</u> Pg(s): 67 <u>Writing Bridge</u> Pg(s): 3, 23, 29	
b.	Increase fluency with cursive handwriting.	<u>Whole Group Teacher's Guide</u> Pg(s): 41, 47, 57, 59, 471, 477, 487, 489	<u>Writer's Handbook</u> Pg(s): 33 <u>Writing Bridge</u> Pg(s): 3, 23, 29	

c.	Produce legible documents with cursive handwriting.	<u>Whole Group Teacher's Guide</u> Pg(s): 41, 47, 57, 59, 471, 477, 487, 489	<u>Writer's Handbook</u> Pg(s): 33 <u>Writing Bridge</u> Pg(s): 3, 23, 29	
Objective 8.6: Write in different forms and genres.				
a.	Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses).	<u>Small Group Teacher's Guide</u> Pg(s): 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 150, 155, 160, 165, 170, 175, 180, 185, 190, 195, 200, 205, 210, 215, 220, 225, 230, 235, 240, 245, 250, 255, 260, 265, 270, 275, 280, 285, 290, 295, 300, 305, 310, 315, 320 <u>Whole Group Teacher's Guide</u> Pg(s): 149, 151, 153, 157, 159, 161, 163, 165, 285, 371, 377, 379, 381, 387, 389, 391, 393, 395, 460	<u>Writing Resource Guide</u> Pg(s): 37 <u>Writing Bridge</u> Pg(s): 10 <u>Theme Progress Tests and Test Practice</u> Pg(s): 37-45	
b.	Produce traditional and imaginative stories, narrative and formula poetry.	<u>Small Group Teacher's Guide</u> Pg(s): 280 <u>Whole Group Teacher's Guide</u> Pg(s): 58, 92, 99, 158, 222, 322, 356, 371, 377, 379, 381, 387, 389, 391, 393, 395, 445, 447, 449, 453, 455, 457, 459, 461	<u>Writer's Handbook</u> Pg(s): 40 <u>Writing Resource Guide</u> Pg(s): 34, 40, 46, 53, 54, 57, 58 <u>Writing Bridge</u> Pg(s): 4, 16, 28 <u>Theme Progress Tests and Test Practice</u> Pg(s): 10-18, 64-72, 128-136	
c.	Produce informational text (e.g., book reports, compare and contrast essays, observational reports, research reports, content area reports, biographies, summaries).	<u>Small Group Teacher's Guide</u> Pg(s): 275, 315 <u>Whole Group Teacher's Guide</u> Pg(s): 17, 27, 41, 57, 65, 91, 99, 107, 123, 141, 157, 254, 273, 281, 283, 285, 291, 293, 295, 297, 339, 371, 377, 379, 381, 387, 389, 391, 393, 395, 405, 422, 437, 471, 503, 519	<u>Writer's Handbook</u> Pg(s): 41 <u>Writing Resource Guide</u> Pg(s): 33, 35, 36, 38, 39, 41, 42, 45, 48 <u>Writing Bridge</u> Pg(s): 6, 18, 26, 32 <u>Theme Progress Tests and Test Practice</u> Pg(s): 19-27, 83-91	
d.	Produce writing to persuade (e.g., response to newspaper and magazine articles).	<u>Whole Group Teacher's Guide</u> Pg(s): 347, 349, 351, 355, 357, 359, 361, 363, 371, 377, 379, 381, 387, 389, 391, 393, 395	<u>Writer's Handbook</u> Pg(s): 41 <u>Writing Resource Guide</u> Pg(s): 38, 42, 43 <u>Writing Bridge</u>	

			Pg(s): 12, 20, 22 <u>Theme Progress Tests and Test Practice</u> Pg(s): 101-109	
e.	Produce functional texts (e.g. newspaper and newsletter articles, e-mails, simple PowerPoint presentations).	<u>Whole Group Teacher's Guide</u> Pg(s): 263, 355, 371, 377, 379, 381, 383, 387, 389, 391, 393, 395, 429, 478, 481, 483, 487, 489, 491, 493, 495	<u>Writing Resource Guide</u> Pg(s): 44, 47 <u>Writing Bridge</u> Pg(s): 24, 30 <u>Theme Progress Tests and Test Practice</u> Pg(s): 110-118, 137-145	
f.	Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.	<u>Whole Group Teacher's Guide</u> Pg(s): 33, 65, 93, 97, 99, 131, 165, 191, 197, 231, 263, 297, 328, 329, 363, 371, 377, 379, 381, 387, 389, 391, 393, 395, 429, 461, 471, 477, 479, 481, 487, 489, 491, 493, 495, 520, 527	<u>Writing Resource Guide</u> Pg(s): 63, 64 <u>Writing Bridge</u> Pg(s): 1, 23, 29	
g.	Publish 6-8 individual products.	<i>Opportunities to address this standard occur in every Lesson 2 of the following:</i> <u>Small Group Teacher's Guide</u> <i>Opportunities to address this standard occur in every Lesson 10 of the following:</i> <u>Whole Group Teacher's Guide.</u>		